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ABSTRACT

This document contains project abstracts for 29 adult basic and literacy education (ABLE) demonstration programs that were conducted in Pennsylvania in 1997-1998 through grants funded under Section 353 of the Adult Education Act. Each abstract includes the following: project name, number, purpose, impact, outcomes, conclusions/recommendations, project continuation and/or future implications, product(s); project director, and descriptors. Among the project topics are the following: school-to-work for adults; adult educators in the workplace; alternate high school diploma program; adult practitioner excellence; intercommunication support in adult education; building communities for learning; relative effectiveness of open entry/open exit classes and closed entry classes that require attendance; cooperative learning staff development; English-as-a-second-language institute; promising ABLE practices; from jail to job; Pennsylvania Action Research Network; Pennsylvania Adult Literacy Practitioner Inquiry Network; preparing adult educators for a "work first" instructional model necessitated by welfare reform; promoting student retention through student support groups; rural co-options for lifelong learning implementation; a special needs survey; statewide staff development regarding adults with learning differences; success stories from ABLE; technology in adult school-to-work; transmission of data through technology; comprehensive welfare-to-work model for adult literacy providers; and Pennsylvania's Adult Basic and Literacy Education Professional Development Newsletter. (MN)

ED 427 176

Commonwealth of Pennsylvania

Adult Education

Section 353 Special Demonstration Projects

Project Abstracts for the

Fiscal Year 1997-1998

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Pennsylvania Department of Education
Bureau of Adult Basic and Literacy Education
January 1999

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Commonwealth of Pennsylvania

Adult Education

Section 353 Special Demonstration Projects

Project Abstracts for the

Fiscal Year 1997-1998

Pennsylvania Department of Education

Bureau of Adult Basic and Literacy Education

January 1999

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FOREWORD

Each year, the Pennsylvania Department of Education Bureau of Adult Basic and Literacy Education (ABLE) awards grants to public and private educational agencies and organizations for the development of special projects. The grants are funded through Section 353 of the federal Adult Education Act (P.L. 91-230), as amended by the National Literacy Act of 1991. This section requires the Department of Education to use not less than 15 percent of its annual federal allotment under the Act for special experimental demonstration and teacher training (staff development) adult education projects as defined in the Act. For fiscal year 1997-98, a total of $2,820,000 was available for Section 353 projects. Abstracts for 29 projects are contained in this booklet.

These grants were used in Pennsylvania to support Adult Basic and Literacy Education program improvement initiatives through research and experimentation with new methods, programs and techniques. In addition, funds were used to provide professional development for personnel working in adult basic education programs.

To encourage the adoption/adaption of successful practices, the Project Abstracts for the Fiscal Year 1997-98 booklet is disseminated to all local programs in Pennsylvania and to various national agencies with an interest in adult basic and literacy education. The booklet is also available on disk.

Terms used in this booklet to describe adult basic and literacy education projects and programs include: General Educational Diploma (GED), Adult Basic Education (ABE), and English as a Second Language (ESL).

All projects described in this booklet are housed at the AdvancE State Literacy Resource and are available on loan by contacting AdvancE at the following address:

AdvancE State Literacy Resource Center
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333 Market Street – 11th Floor
Harrisburg, PA 17126-0333
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Adult Education School to Work

PA 98-8016 **AE** 3025-1238

Purpose: The project proposed to establish and identify a number of components related to Adult Basic Education's role in the emerging area of School-to-Work transition. It focused on the development of a cognitive framework for competency based adult employability classes, integration of ABLE funded programs into the Erie Area School-to-Work Partnership, and establishment of a model for ABLE participation in the local Career Development Marketplace.

Impact: 1. A "white paper" was written and presented at PAACE Midwinter. Aspects of the paper have been presented at regional workshops and to local employers. 2. Scores of 330 adults were entered into the assessment database. An analysis of the academic status of those adults was completed. 3. A PDE Directory of Providers was provided to the Erie Area School-to-Work Partnership. 4. The Northwest Professional Development Center was a primary partner in planning the Erie JOB FAIR and in organizing representation of local training entities, including all ABLE funded programs. 5. Four employability programs were implemented with academic gains documented.

Outcomes: 1. A conceptual framework for adult education programming cross-referenced to a continuum of vocational training was designed. 2. Formal standardized academic assessment was continued with an analysis of the results presented at the '97 Conference on Integrated Learning and '98 PAACE Midwinter Conference. 3. ABLE funded services of IU#5 were represented at the Erie Area School-to-Work Local Partnership and the Steering Committee of the "Career Marketplace Partnership." 4. Four Adult Education Employability Classes were implemented in conjunction with local manufacturers, the Skill Center and the Corry Higher Education Council. A formal analysis of student gains was completed.

Conclusions/Recommendations: If Adult Education programs are to survive and prosper, they must understand the scope of the underlying reform which is included in School-to-Work and articulate their role in workforce preparation.

Project Continuation and/or Future Implications: The project will be continued as part of the Northwest Tri-County IU#5 Adult Education Program.

Product: A cognitive framework for adult education employability programming. Included in the framework are four levels of field tested competency curriculum, statistical analysis of assessment data giving a profile of adults entering ABLE programs, model of partnership planning for an area JOB FAIR, and active involvement in the Erie Area School to Work Partnership.

Project Director: Molly Bean, Northwest Tri-County IU#5, 252 Waterford Street, Edinboro, PA 16412; (814) 734-5610 ext. 230

Descriptors: School-to-Work

Adult Educator in the Workplace: A School-to-Work Initiative

PA 98-8017 **AE** 3025-1239

Purpose: This project offered adult education instructors internships in selected industries through *Educator in the Workplace*. The purpose was to enhance the processes of curriculum, planning and staff development with an intensive workplace initiative and start to infuse part-time staff with workplace competency needs.

Impact: The year was devoted to increasing the CSIU Adult Education Department's commitment and exposure to workforce development and workplace skills. *Educator in the Workplace* is a process that focuses the educator and demands an applicable adjustment to curricula. Participation in this initiative has helped make adult education a partner in workforce development. This project enabled staff to increase contacts with people involved with workforce development.

Outcomes: This project placed adult educators in the workplace. Staff were able to develop two new workforce needs curricula.

Conclusions/Recommendations: This project relied on a School-to-Work initiative to give focus to this program's workforce development efforts. In this rural setting, *Educator in the Workplace* opened avenues of communication not readily available if developed individually. Staff gained a valuable perspective on the direction curricula should take. Negotiation for slots in *Educator in the Workplace* should take place early to enable full participation by adult education instructors. Contact with the local School-to-Work coordinator in March should start the process.

Project Continuation and/or Future Implications: The CSIU Adult Education Department expects to commit two more instructors to the 1998-1999 *Educator in the Workplace* program. The department is developing a curriculum for "Communication Skills." Workforce development is consuming more time for administrative staff. Instructional staff will continue to implement workplace initiatives begun in staff development trainings.

Additional Comments: *Educator in the Workplace* was unable to provide the full number of slots for this grant. This reduced the scope of the project and resulted in a lower expenditure than anticipated.

Product: Two workplace skills curricula

Project Director: Michael Wilson, Central Susquehanna Intermediate Unit, P.O. Box 213, Lewisburg, PA 17837; (717) 523-1155

Descriptors: School-to-Work

Alternate High School Diploma Program

PA 98-8005 **AE** 3025-1227

Purpose: The project purposed to develop and implement a competency-based program to enable adults to earn their high school diplomas.

Impact: The remaining seven (7) will return this school year to complete their competencies. We will continue to remediate students using monies from our 322 extension grant. Based on inquiries and expressed interest, we feel our enrollment will at least double for the "98-99" program year.

Outcomes: Using funding from a 322 extension grant, we remediated adults who could not pass the entrance test. Twenty-one (21) adults from the greater Nazareth area qualified. Seventeen (17) were enrolled and ten (10) graduated on June 17, 1998.

Conclusions/Recommendations: The approach and rigor of the competency- based diploma program creates life-long learners and equips them to be better citizens in their communities.

Project Continuation and/or Future Implications: With the help of the staff from Lehigh University, we have initiated requests for financial support from all the major employers (except hospitals) in the greater Lehigh Valley to continue our program in '98-'99.

Product: The project produced a student handbook of competencies in five (5) subject areas.

Project Director: Sherwood J. Frederick, Nazareth Area School District, 8 Center Square, Nazareth, PA 18064; (610) 759-1730

Descriptors: High School Equivalency Programs

APEX: Adult Practitioner Excellence

PA 98-8001 **AE** 3025-1223

Purpose: This project developed and implemented a recognition activity for exemplary ABLE practitioners.

Impact: This project designed 67 criteria of adult teacher excellence in the areas of adult learning theory, instructional expertise, professional development, and community resources. In so doing, it began the process of establishing adult teacher standards and competencies. By celebrating instructor excellence, this project provided role models for ABLE teachers and tutors and promoted public awareness of the high quality of instruction to be found in Pennsylvania's Adult Basic and Literacy Education programs.

Outcomes: A 15-member Blue Ribbon Panel established criteria for selection and developed an exemplary ABLE practitioners' nomination form and process. Three excellent adult teachers were honored at the Pennsylvania Association for Adult Continuing Education Luncheon and at an awards session at the 1998 PAACE Midwinter Conference. A booklet describing the awards winners and their programs was distributed at the PAACE luncheon.

Conclusions/Recommendations: It is recommended that a "Guide to Honoring ABLE Practitioner Excellence" be developed and distributed to all agencies along with the APEX nomination form.

Project Continuation and/or Future Implications: It is recommended that the APEX project be promoted strongly among ABLE agencies in order to secure a good field of nominations for 1999.

Product: A Final Report and 500 PAACE luncheon brochures describing the awards winners and their programs as well as the nominations form for the APEX award sent to all agencies receiving PDE Bureau of ABLE funding.

Project Director: Dr. Sherry Royce, Royce & Royce, Inc., 1938 Crooked Oak Drive, Lancaster, PA 17601; (717) 569-1663; FAX: (717) 560-9903

Descriptors: Public Relations

AXIS: Adult education eXpress Intercommunication Support

PA 99-8008 **AE** 3025-1249

Purpose: To facilitate communication related to professional development services administered by the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education, and to the Bureau itself through development and coordination of print materials, Internet presence, online connectivity, and general communications.

Impact: Enhanced communication between professional development providers and produced professional development materials in a variety of print and online media. Increased visibility of adult basic and literacy education in the Commonwealth through *The Provider Directory* and the EQUAL brochure. Provided a variety of forms of communication support related to professional development services administered by the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education, and to the Bureau itself.

Outcomes: Published *The ABLE Staff Handbook, 1998 Edition*. Designed and produced a comprehensive two-color brochure summarizing the mission and three-year pilot phase of Project EQUAL, the Bureau's program improvement initiative. Maintained and expanded "ABLEsite"—the Bureau of Adult Basic and Literacy Education's World Wide Web site. Centrally produced statewide publications funded by the Bureau of ABLE. Published a new edition of a directory of adult basic and literacy education providers in Pennsylvania. Compiled monthly schedules of professional development events. Produced several other publications and subprojects as detailed in this report.

Conclusions/Recommendations: AXIS succeeded in providing a variety of forms of communication support related to professional development services administered by the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education, and to the Bureau itself. Activities included development and coordination of print materials, maintenance and expansion of the Bureau's Web site, and design and production of corollary publications for other projects. Because the value of coordinated communications has been demonstrated, it is recommended that this project continue, specifically to improve ABLEsite, produce an annual *The Provider Directory*, and provide services to other ABLE-funded projects.

Project Continuation and/or Future Implications: Project should be continued, as it has established an integral role for itself as a provider of communication support and a publishing arm of adult basic and literacy education in Pennsylvania.

Product: *The Provider Directory (1997-98 Edition), The Pennsylvania ABLE Staff Handbook (1998 edition), What's the Buzz?* (six issues), *Focus* (five issues), *EQUAL Update* (two issues), EQUAL summary brochure, ABLEsite maintenance and expansion, etc.; samples attached to primary copy of this report where possible.

Project Director: Tana Reiff, Lancaster-Lebanon Intermediate Unit 13, 1110 Enterprise Road, East Petersburg, PA 17520; (717) 299-8912

Descriptors: Public Relations, Technology

Bradford-Wyoming County Literacy Program

PA 99-8009 **AE** 3025-1250

Purpose: The project proposed to add computer-assisted instruction to a "one to one" two county adult literacy program.

Impact: 1. The Bradford-Wyoming County Literacy Program now includes a section on computers in its pre-service tutor training workshop. 2. Twenty-six volunteer tutors attended basic computer trainings. 3. Eight literacy students (six basic and two ESL) were introduced to computers. 4. Four adult literacy students (two basic and two ESL) purchased their own personal computers during the year. 5. Utilizing public access computers at local public libraries, the literacy program made available educational software to adult literacy students and volunteer tutors at ten public libraries in these two rural counties.

Outcomes: 1. Software was selected for literacy instruction in reading, math, grammar, spelling, and ESL. 2. Twenty-six (26) volunteer tutors attended three basic computer trainings. 3. Laubach Way to Reading software was installed on public access computers at ten public libraries in Bradford and Wyoming Counties. 4. The eight adult learners and their eight volunteer tutors were surveyed about their experiences with using the computers.

Conclusions/Recommendations: 1. The public library, easily accessible and non-threatening, can provide computer hardware for volunteer tutors and their literacy students to use. 2. Volunteer tutors are the key to introducing their students to technology. If the tutors have a positive attitude, they will be able to help their students. 3. AdvancE did not have a review of educational software available. It is recommended that AdvancE have some kind of software review available. 4. Library staff needs to be trained in technology. Although library staff was cooperative and hospitable for the project, there was a broad range of computer expertise.

Project Continuation and/or Future Implications: 1. The literacy program will continue to include basic computer skills in its tutor training workshop. 2. The literacy program will continue to recommend computer assisted instruction as a tool for volunteer tutors to use with their students. 3. The Towanda Public Library plans to dedicate a computer to the literacy program. This computer, located near the tutoring alcoves, will have the educational software purchased from this project.

Product: N/A

Project Director: Sherry C. Spencer, Bradford County Library, RR 3, Box 320, Troy, PA 16947; (717) 297-2436

Descriptors: Technology, Tutoring

Building Communities for Learning

PA 98-8006 **AE** 3025-1228

Purpose: The Pennsylvania State coalition for Adult Literacy's Building Communities for Learning (BCL) Project proposed to improve the delivery of adult basic and literacy education services through interagency collaboration and community-based planning at the local level. The primary purpose of the project was to award community-based planning grants to locales through a competitive Request for Proposals process. The project also guided grantees in the establishment of community-based planning groups and the development of interagency collaboration with training and ongoing technical assistance. A second purpose was to continue support for four existing BCL sites (established in 1996-97).

Impact: BCL sites reported that their interagency collaboration and planning efforts have improved the delivery of services; clients are entering programs quickly, can navigate among services easily, and are having their many needs met through a range of coordinated services. BCL sites also reported that adult learners are less frustrated and, as a result, client participation and retention in programs are increasing.

Outcomes: Five sites were awarded BCL grants, received training and technical assistance, and established community-based planning groups. These sites are developing interagency collaboration. 1996-97 sites are beginning to see positive outcomes resulting from interagency collaboration and community-based planning efforts. Clients are being served more effectively and efficiently in local systems of services that are capable of meeting the multiple needs of adult learners.

Conclusions/Recommendations: Interagency collaboration and community-based are essential first steps toward the development of coordinated and comprehensive delivery systems of services. Communities must be guided and supported in the establishment of community-based planning groups, the development of interagency collaboration, and the implementation of strategic plans for the improvement of adult basic and literacy education services.

Project Continuation and/or Future Implications: The BCL Project will continue to assist communities in establishing interagency collaboration for the purpose of improving the delivery of adult basic and literacy education services through start-up grants, training, and ongoing technical assistance.

Product: BCL 1997-98 Final Report; How to Establish a Community-Based Planning Group (an exportable training package), Building Communities for Learning: Strategies for Community-Based Planning (training resource).

Project Director: Sheila M. Sherow, Center for Literacy, Inc., 636 South 48th Street, Philadelphia, PA 19143

Descriptors: Community Planning, Public Relations

A Comparison of the Effectiveness of Open Entry/Open Exit Classes to Closed Entry Classes Requiring Attendance

PA 99-8007 **AE** 3025-1248

Purpose: This project compared the effectiveness of open-entry/open-exit classes to classes in which students were required to attend a specific number of hours. Effectiveness was determined by examining academic growth, attendance, retention and, therefore, achievement of program goals. Determining the effectiveness of each design would influence adult education practitioners, teachers, tutors and advisors in terms of implementing the class design which would most effectively meet the needs of the adult education student.

Impact: The impact of this project is that a base, albeit small, has been established to investigate the impact of class design on the academic growth, attendance and retention of adult education students.

Outcomes: 1. The procedures established to monitor student attendance worked well throughout the project. 2. Similarities and differences existed in attendance patterns among the four classes. These differences, however, were related to the identity of the teacher and not to the design of the class. Similarities in attendance patterns varied within the class designs and therefore, there is no indication from this study that either design positively correlated with different class designs. 3. An attendance contract did not seem to increase or decrease student attendance. 4. Students in both types of classes indicated that they met their goals. 5. Academic growth (at least one grade level in math, vocabulary and reading comprehension) was positively correlated to a minimum of 75% student attendance.

Conclusions/Recommendations: It is recommended that the open-entry/open-exit model remain the Adult Basic Education class design. In addition, however, the adult student needs constant encouragement and reinforcement in order to overcome a basic lack of self-confidence and self-esteem. Strategies such as the student orientation and contract can be modified to be less controlling for use with the open-entry/open-exit design. Life skills lessons on such topics as problem solving and decision making should be incorporated into the curriculum for the purpose of helping the students cope with everyday life.

Project Continuation and/or Future Implications: Future implications of this project are: 1) program structures and mechanisms for accountability need to be multi-year in nature to allowing the tracking of students and the management of data; 2) student attendance and academic growth could be used as variables in developing staff development and personnel efforts; and 3) since intrinsic motivation of students, a stable environment and/or the resources to create the environment were related to academic growth, efforts at developing student support systems and increasing motivation might increase retention in adult education programs.

Project Director: Dr. Linda V. McCrossan, Adult Literacy Center of the Lehigh Valley, 801 Hamilton Mall, Suite 201, Allentown, PA 18101-2420; (610) 435-0680; FAX: (610) 435-5134

Descriptors: Recruitment/Retention, Research

Competency-Based Skill Integration Training (CSIT)

PA 99-8012 **AE** 3025-1253

Purpose: CSIT was an agency-based staff development project to train both paid staff and volunteer tutors to enable them to integrate CASAS (Comprehensive Adult Student Assessment System) as an assessment and curriculum tool.

Impact: Fifty-one percent (126) of the tutors who were active during the project year have attended CSIT training. The other forty-nine percent chose to receive the resource manual and use it to develop lesson strategies. Ninety-eight percent of the tutors who attended the workshop felt it gave them training which would help them create lessons and instructions which would help them be more effective literacy tutors. Tutor training has been redesigned to incorporate a skills-based approach. All volunteers will receive this component as part of the preparation to become a tutor. The council tracked fifteen students whose tutor had participated in CSIT. In phone contacts, all students stated that they felt that they were learning more that they could use in their daily lives. Twelve showed measurable progress when post tested at year end.

Outcomes: To fully integrate CASAS as a key component of staff and tutor inservice training; to provide CASAS inservice training for current staff and tutors; and to develop a resource manual to assist tutors in linking task and skill competencies.

Conclusions/Recommendations: It is our belief that projects such as this are necessary to continue to make the link between what is taught and how we evaluate student progress. The Council was able to build on work that was being done by Greater Pittsburgh Literacy Project. Project AIM, which was piloted by them, provided a starting point for how we would develop our training and integrate literacy tasks with skill competencies. We informed them about our project and agreed to be a site for presentation of their AIM workshop. The challenge was to keep the resource manual and the training focused on working with the basic literacy student, but also include information that would be useful as students progress. The key to success of this project is to have the training team, assessment team, and project director share ideas and provide input to the process at any time. This can help keep such a project new and innovative. Given the large topic of adult competencies, it might be helpful to produce smaller manuals rather than one large manual.

Project Continuation and/or Future Implications: The CSIT Project has been integrated into our core-training program, and it will continue to benefit volunteers who are trying to find methods to make lessons relevant to adult literacy students. Resource manuals will be made available to all tutors who request a copy.

Product: A resource manual to help staff/volunteers link task and skill competencies. A workshop model which was presented as an inservice and then became part of the core tutor training module conducted by the Literacy Council (see also PA 98-8012; Piloting the Oregon A.I.M. Project in this booklet).

Project Director: Mary Hohensee, The Literacy Council of Lancaster-Lebanon, LVA, 38 West King Street, Lancaster, PA 17603; (717) 295-5523

Descriptors: Assessment, Tutoring

Cooperative Learning Staff Development

PA 99-8010 **AE** 3025-1251

Purpose: The project proposed to immerse instructional staff in cooperative learning structures and techniques. In addition, the project proposed to have instructional staff participate in a peer review of cooperative learning sessions and contribute a learning script to a cooperative learning manual.

Impact: The multiple outcomes of using cooperative learning structures and techniques within adult education programs make cooperative learning one of the most important tools educators have. Cooperation compared with individualistic efforts typically results in higher achievement, greater retention, and greater social competence, and self-esteem. Furthermore, implementation of cooperative learning structures teaches teamwork skills which are so vital for adult learners to carry over to the workplace.

Outcomes: The Adult Learners' Training and Assistance Program instructors at Luzerne County Community College learned about the basic/essential elements of cooperative learning by actively experiencing cooperative learning instructional sessions. In addition, Adult Learners' Training and Assistance Program instructors participated in a peer review of cooperative learning sessions and contributed a learning script, including handouts, to a cooperative learning manual.

Conclusions/Recommendations: The three-fold staff development plan was essential to follow through by instructional staff to implement cooperate learning structures and techniques: (1) immersion within cooperative learning activities; (2) peer monitoring and review; and (3) contributing to a cooperative learning manual.

Project Continuation and/or Future Implications: It is imperative that tracking and follow up efforts be conducted to ensure that the cooperative learning structures presented and employed within this project are continually being implemented in the adult learners' instructional setting(s). Tracking and follow up can include but are not limited to the following activities: additional cooperative learning staff development sessions; additional peer review monitoring sessions; and formal and informal surveying of instructional implementation of cooperative learning structures and techniques.

Product: Cooperative learning manual

Project Director: Margaret Elin Rood, Luzerne County Community College, 1333 South Prospect Street, Nanticoke, PA 18634-3899; (800) 377-5222 ext. 413

Descriptors: Staff Development

Earning a Regular High School Diploma With or Without a GED

PA 98-8007 **AE** 3025-1229

Purpose: This project is an extension of a similar "353 grant" awarded in 1995-96. During that time frame several educational agencies were recruited and agreed to utilize the Cumberland Valley diploma model for future use. In 1996-97 these agencies developed their own High School Diploma Program for Adults. The programs will be implemented during the 1997-98 school year. The life skill or learner outcomes of the Cumberland Valley School District's program were updated to reflect Phase III of the Strategic Planning Process.

Impact: Several educational agencies successfully developed a high school diploma program for adults and modified the structure to meet local needs. Several other agencies, not involved in the grant program, have initiated inquiries concerning the feasibility of initiating a high school diploma program. The learner outcomes kept pace with the Pennsylvania Department of Education's goals for public education. The new learner outcomes are a result of Phase III of the school district's Strategic Planning Process. They are also being modified to comply with the new state regulations, currently being implemented by the Pennsylvania Department of Education.

Outcomes: Several educational agencies modeled their diploma program after the Cumberland Valley School District Program. In each case the diploma program of these agencies was modified to meet local needs.

Conclusions/Recommendations: Several educational providers initiated their programs during the 1997-1998 school year. The diploma programs are modified to meet the educational needs of the individual providers. In all cases the GED programs remain an integral part of educational programming for the adults where high school diploma programs are being implemented. The life skill facet of the program was updated to meet the final phase of the Strategic Planning Process of the Cumberland Valley School District. This special demonstration project shows how adult graduates warrant the earning of the same diploma as the graduating seniors of the school district. The diploma also allows the flexibility to meet the goals and objectives of the new state regulations. One of the interesting aspects of the high school diploma program is the correlation between the life skills facet of the program and the concept of "ONE STOP" and the initiation of the Career Development Marketplace. Completion of life skills relate directly to the needs of employers.

Project Continuation and/or Future Implications: A greater number of educational providers have expressed an interest to initiate a high school diploma program for adults. The Cumberland Valley School District will work with the Professional Development Centers and individual providers to show how this program can be adapted to meet student and institutional needs.

Product: An informational packet has been incorporated into this year's product containing the life skill booklet, an open letter to educational agencies from the superintendent of schools, rationale for school districts to start a high school diploma program for adults, the school district's rationale for a diploma program, letters from partnerships, financial strategies for supporting a high school diploma program and an AchievE brochure (information about all facets of the diploma program). A PowerPoint presentation outlining the high school diploma program on computer disc is available.

Project Director: Samuel C. Gruber, Cumberland Valley School District, 6746 Carlisle Pike, Mechanicsburg, PA 17055; (717) 766-0217 ext. 507

Descriptors: Curriculum, High School Equivalency Programs

English as a Second Language Institute

PA 99-8005 **AE** 3025-1246

Purpose: The purpose of this project was to arrange a three-day event for English as a Second Language providers followed by year long activities for 100 adult literacy providers from Pennsylvania. During the 3 day event, workshops were offered in the following areas of ESL: Theory and Practice, ESL Competencies, The Teaching of Culture, Curriculum Planning and Implementation, Technology in the ESL Classroom, and Methods and Materials. The program was also designed to provide intensive follow-up for the participants throughout the year.

Impact: Through numerous contacts with ESL practitioners from across the Commonwealth, the field of ESL has been impacted in many ways. Many of the practitioners feel isolated and they do not know where to turn to for technical assistance and mentoring. Sometimes they just need someone to run ideas past in order to raise their self-confidence. All the participants who attended the ESL Institute three-day event and the 50 new participants that joined during the year had an opportunity for technical assistance and support throughout the year. In order to keep the participants involved, a list-serv and a newsletter to help participants communicate among each other and share information was created. The ESL institute was the clearinghouse for information technical assistance, and for training in ESL for the Commonwealth.

Outcomes: The average attendance at the conference was 65 participants (61 participants who registered and 20 who attended only a portion); however only 57 evaluations were submitted for the Overall Conference Evaluation (organization, facilities, and workshops). There were 55 responses stating that new instructional methods concepts were acquired from the topics presented at the workshops. This amount represents 96% of the evaluations received which met and exceeded the objective of this grant.

Conclusions/Recommendations: After reviewing the evaluations of the practitioners, and after reviewing the year of activities, NCC recommends that a permanent ESL institute with year long activities be developed for practitioners across the Commonwealth. The need for technical assistance and mentoring was evidenced in the 20 – 25 contacts we had per week with ESL providers throughout the year. Many of the practitioners have little or no formal training in ESL. The teaching of ESL is a complicated process that requires formal training in the area of second language acquisition. Practitioners want and need formal training and technical assistance. We found that closing down the program at the end of June affects greatly the momentum that was created during the year.

Project Continuation and/or Future Implications: Through the ESL Institute, a continuing need for year long institutes that focus on specific topics such as ESL is recognized. The level of knowledge of practitioners varies from program to program, from instructor to instructor. ESL is a difficult and challenging subject to teach. Many of

the participants had little or no formal training in the area of second language acquisition. In order to serve the adult learners in Pennsylvania in the best manner possible, a highly skilled and trained teaching force is needed. This institute filled this need for over 120 ESL practitioners across the Commonwealth.

Additional Comments: A three-day schedule of events was established and a brochure was produced and mailed. Approaches used in the staff development of ESL instructors from other states/programs were incorporated into the design of the program. The procedures used by the Association of California School Administrators (ACSA), Foundation for Educational Administrators ESL Institute models, as well as those from the Illinois ESL Adult Education Service Center, and the statewide System for Adult Basic Education Support (SABES) Project Massachusetts were incorporated into this program. The specific program was designed with the assistance of the Lutheran Settlement House. Presenters were hired. Meal, lodging and registration arrangements were handled. Evaluations forms were created. The three-day event was held on August 12-14, 1997. The final report was written. Budget matters were handled on an as needed basis. The institute provided on-going technical assistance, created a Newsletter, answered e-mails, and designed follow-up workshops. Technical assistance was made available by an ESL mentor who corresponded with participants in order to assist local sites with the implementation of the concepts learned. An ESL Institute Listserv was created in conjunction with the Lutheran Settlement House in Philadelphia in order to provide ongoing support for participants throughout the year. Follow-up workshops in the Fall of 1997 and Spring of 1998 were created from classroom evaluations of the participants. Participants also received a follow-up evaluation in December of 1997 and June of 1998.

Product: N/A

Project Director: Dr. Manuel A. Gonzalez, Northampton Community College, 3835 Green Pond Road, Bethlehem, PA 18020; (610) 861-5429

Descriptors: English as a Second Language, Staff Development

FOCUS on Promising Practices

PA 99-8014 **AE** 3025-1255

Purpose: FOCUS on Promising Practices provided a publication for the effective and statewide dissemination of significant current or previous Section 353 special demonstration projects. It conducted a review of previous exemplary projects, validated 49 significant projects, and disseminated them.

Impact: In its reader survey, ***FOCUS*** exactly repeated its 1997 ratings, the highest in its 14 year history. It received a total of 13.83 out of a possible 15 points, or a 92% favorable rating. Contacts with AdvancE, the Western Pennsylvania Adult Literacy Resource Center, and special project directors indicated that there were 185 requests for projects featured in Focus Bulletins.

Outcomes: Twenty special projects from Pennsylvania and the nation were selected as exemplary based on a five-point scale for Innovation, Effectiveness, Adaptability, and quality of Final Report. Six additional projects with outstanding components were accorded an Honorable Mention. Areas pertinent to adult education practitioners featured in 1998 Focus bulletins were Family Literacy, Program Improvement, Staff Development, Special Populations, and Life Skills. Focus validated 49 projects previously identified as exemplary in the areas of ESL, Counseling, Life Skills, Program Improvement, Workplace, and Staff Development, including 24 that needed no revision. The categories for validated products established in FY 1997-98 were modified to address: 1) administrators (program improvement); 2) staff development (trainers); learner resources (teachers) while retaining the assessment, counseling, family literacy, ESL, and workplace categories which address specific audiences or specific functions.

Conclusions/Recommendations: It is recommended that a Feasibility Study be undertaken to determine which validated special projects/products in the areas of Assessment, Recruitment and Retention, ESL and Learner Resources should be revised, in what format, who shall be involved in the task, and what cost will be incurred.

Project Continuation and/or Future Implications: The Focus project will continue this year's practice of holding its review meeting in January and will publish five issues of ***FOCUS*** between January and May of 1999.

Product: Five issues of ***FOCUS*** were produced and distributed and an annotated listing of 49 validated projects downloaded to Pennsylvania's six Professional Development Centers (PDCs).

Project Director: Dr. Sherry Royce, Royce & Royce, Inc., 1938 Crooked Oak Drive, Lancaster, PA 17601; (717) 569-1663; FAX: (717) 560-9903

Descriptors: Dissemination, Staff Development

Jail to Job Phase II

PA 98-8010 **AE** 3025-1232

Purpose: The project proposed to provide employability skills, decision making, problem solving, survival skills and anger management education to forty (40) soon to be released inmates. They would participate in thirty-seven (37) hours of class, receive a certificate and gain employment.

Impact: Through a survey, the program received excellent reviews from both the inmates and the prison staff. A waiting list of inmates indicates an interest in program participation and continuation. One of the barriers of the program was sometimes a student would be unable to attend due to lock up or early release. However, most of the students (90%) were able to complete the course. Several released inmates maintained contact with the instructor for additional advice and resumes. A survey of students and counselors at the Erie county prison indicated 83% of the students who completed the program found employment.

Outcomes: Forty (40) inmates received thirty-seven (37) hours of instruction in employability and survival skills, decision-making, problem solving, and anger management. The Erie County Prison staff, in concert with the instructor, selected students suitable for the program. The students ranged from having an employment history to having never worked. The instructor evaluated each group and structured classes to respond to their needs. Often the prison personnel would sit in on the classes in order to familiarize themselves with the inmates' concerns. The attendance was mandatory to receive the Certificate of Employability. The prison personnel told the students they would be given preference for admission to the work-release program upon completion the Jail to Job Phase II course. This motivator made the students' attendance and completion of the program higher that the previous Jail to Job Project. It was determined, through the students' evaluation of the program, that the class was rated one of the best in the prison.

Conclusions/Recommendations: The final evaluation of the Jail to Job Phase II proposal proved that it was a successful project as 83% of the participation inmates found employment. The inmates remained motivated, attended regularly and contributed to every group. The need for anger management was continually made evident by the faulty thought process and lack of ownership of their decisions. Each of the students completing the eight (8) week session gained many tools for employment, decision making, problem solving survival and anger management. The popularity of the program was evidenced by a waiting list for each session. As the program is only two years old, the long-term effect of the program has yet to be determined. A tracking of the longer-term recidivism rate would be an excellent barometer of the success of the program. It is recommended that the program be continued.

Project Continuation and/or Future Implications: With the high rate of recidivism, this program is a very important component at the Erie County Prison. The counselors'

caseloads are extremely high and there is no time for teaching employability skills. The county prisons can now detain an inmate for almost 5 years. Due to a longer incarceration, inmates are now serving their whole sentences in a county facility. State institutions often have programs in place for employability and anger management. The inmates indicated an interest in the continuation of the program by signing up with their counselors. The prison personnel also asked for the program to be part of their on going educational curriculum.

Additional Comments: The third objective states "each of the enrolled students will receive thirty-seven hours of job search instruction including: interest and aptitude testing, educational assessment, resume and job application preparations, interviewing, overview of local job opportunities, career counseling, decision making, problem solving and survival." The instruction should have also contained anger management techniques.

Product: The curriculum that was developed is included in the main body of the report.

Project Director: Daniel Tempestini, Erie Adult Learning Center, School District of the City of Erie, Hamilton School, 2931 Harvard Road, Erie, PA 16508; (814) 871-6656

Descriptors: Correctional Education

Pennsylvania Action Research Network (PA-ARN) Staff Development Through Five Regional Staff Development Centers

PA 99-8011 **AE** 3025-1252

Purpose: The project proposed to (a) train and mentor literacy/ABE/GED/ESL practitioners in Pennsylvania in action research, (b) extend the development of the Action Research Network begun in 1995/96 across more of Pennsylvania, and (c) produce and disseminate practitioner-based knowledge for the advancement of the field.

Impact: Impact evaluation was done with both participants from the 1996-97 project year, as well as supervisors of participants. Participant impact interviews were conducted with 18 of 27 of the 1996-97 action research participants between March-April, 1998 (one year after their involvement with the Network) with the following findings: (a) 94% of last year's participants as interviewed had improve their problem solving strategies, (b) 94% now address problems more systematically, (c) 66.7% had made lasting changes in their classrooms, and (d) 66.7% felt action research compared very favorably with traditional workshop/course training. Supervisor interviews were conducted with 11/17 of the supervisors of the participants programs with the following findings: (a) supervisors rated action research highly; (b) wanted up to 100% of their staff trained in it, and (c) 73% could point to lasting changes to their institutions and/or programs as a result of action research. Summative evaluation was done with the current year's participants (1997-98) and found that the participants were very satisfied with their involvement in the projects and had made meaningful changes to their programs as a result of action research.

Outcomes: The project produced the following outcomes: (a) a revision of the Action Research Handbook and Planner, (b) trained four mentors to assist the 1997-98 participants in developing their research projects, (c) trained 20 participants over an eight-month research period, (d) refined the proposal process to allow expert input to project proposal designs to improve quality control, (e) produced 19 research monographs, (f) continued building a data bank of activities, (g) continued an Issues Network System of research themes among past and present participants, (h) conducted an impact study of participants and supervisors of the 1996-97 project, (i) conducted an annual meeting of participants and interested others at the 1998 PAACE conference, and (j) conducted a participant follow-up evaluation among the 1997-98 participants.

Conclusions/Recommendations: In coordination with the Department of Education, a more comprehensive plan for the dissemination of research findings must be developed. The Action Research Network also needs to begin to draw out patterns of findings and better disseminate these in ways the field can use. In addition, PDE should consider ways to use the Action Research Network to test new policy ideas or program thrusts. Finally, the emergent decisions of practitioner interests and research could also be used to inform PDE policy.

Project Continuation and/or Future Implications: The positive picture of project impacts suggests Action Research should continue as an important form of professional staff development within the state.

Product: PAARN produced 20 trained practitioners, 19 monographs of completed projects, an up-to-date and accessible data bank of all activities, a revised Handbook and Planner, an impact study on the '96-'97 participants, and a follow-up evaluation of this year's participants.

Project Director: Dr. Gary W. Kuhne, Pennsylvania Action Research Network, c/o Penn State-McKeesport, 307 Ostermayer Lab, McKeesport, PA 15132-7698; (412) 675-9473

Descriptors: Action Research

Pennsylvania Adult Literacy Practitioner Inquiry Network: Building Capacity, Strengthening Links

PA 98-8019 **AE** 3025-1241

Purpose: The PALPIN project was designed to improve the educational opportunities of adult learners by improving the practice of teachers, tutors and program administrators. The goal was to accomplish this by establishing a cross-state inquiry group during the PALPIN Fall Inquiry Institute. PALPIN also established inquiry groups in all six professional development regions which would encourage practitioners to raise and investigate questions and issues meaningful to their day-to-day practice. In this third year of the project, PALPIN also worked to expand access to inquiry-based professional development and provide formal leadership development opportunities.

Impact: Ongoing and in-depth opportunities for writing about and discussing relationships among issues and questions in day-to-day work, needs and interests of participants and readings from the research literature supported practitioners in exploring meaningful questions about their practice. These questions were addressed using both collaborative and individual inquiry strategies and included the completion of inquiry projects using descriptive research methods.

Outcomes: The outcomes of the third year of PALPIN were not significantly different than in previous years. The 1995-96 Final Report focused on participant reported impact of participating in inquiry groups. These included: becoming more reflective and problem solving about work; changing and initiating new practices, perceptions and interactions about and with learners and colleagues; and, participating in a professional/intellectual community. These outcomes were determined through analyzing final inquiry projects, response sheets collected at the end of each meeting, and an end-of-year survey. The 1996-97 Final Report outcomes section focused on an analysis of the nature of participants' inquiries. In every case, projects represented as a primary concern a sincere interest in improving classroom practice, program management and structures and/or service delivery. Inquiry questions grew out of interests, needs and concerns in participants' day-to-day practice and reflected the uniqueness of their work-places, job positions, students served, class levels and subject areas taught. Yet, the projects also reflected some common themes, interests and concerns. These included: gathering information from learners or colleagues to inform changes in practice; gaining a deeper understanding of learners' experiences or perceptions; understanding what happens when an innovation is implemented; or, investigating a particular problem to understand it better (thus leading to implications for change). Please see the 1996 and 1997 PALPIN Final Reports for details on these outcomes.

Conclusions/Recommendations: Innovations during the third year of the project—a leadership institute and a program-based introduction to inquiry—as well as the growth of PALPIN, have yielded the following observations: 1) while there is a substantial amount of interest in assuming leadership roles among PALPIN participants, there are significant obstacles to doing so; 2) although the intensity and continuity of inquiry group

experiences is a unique and powerful feature of this professional development opportunity, shorter, less extensive inquiry opportunities also seem to have benefits; and 3) professional development initiatives like PALPIN will have increasing difficulty with recruitment in a professional development system that has many mandated or strongly recommended activities. It will be important in the coming years to find ways to break down obstacles to participation by making this approach to professional development increasingly congruent with the realities of the workforce. Meanwhile, it is appropriate to imagine ways to integrate inquiry into other forms of professional development to allow for more efficient expenditures of time in this area.

Project Continuation and/or Future Implications: In an effort to make inquiry-based professional development more accessible to practitioners, PALPIN will offer "mini-institutes" (two-day introduction with two one-day follow-up sessions) three times to serve five regions. An Inquiry Leadership Institute will again be offered to continue the process of building capacity around the state for using inquiry as a form of professional development.

Additional Comments: The process of building a state-wide network of practitioners who use inquiry to improve their individual practice, their programs and the wider field continued to grow during PALPIN's third year. Recruitment efforts, although a struggle, yielded an increase in participation, goals were met or exceeded, project completion rate was high, and leadership development continued.

Product: Fall Inquiry Institute, Inquiry Leadership Institute, Regional Inquiry Groups, Inquiry 101. Practitioner Inquiry Products. Inquiry Facilitators Handbook.

Project Director: Alisa Belzer, University of Pennsylvania, 3700 Walnut Street, Philadelphia, PA 19035; (215) 898-8865; Internet: belzera@aol.com

Descriptors: Action Research

Piloting the Oregon A.I.M. Project: Measuring Progress for Program Evaluation and Accountability

PA 98-8012 **AE** 3025-1234

Purpose: The project proposed to pilot the A.I.M. (Assessment, Instruction, Mastery), a tutor program accountability system developed in Oregon, in 15 volunteer-based programs in Pennsylvania and to make recommendations to the PDE on the usefulness of this system as a means of collecting and aggregating data on student progress for these and similar programs.

Impact: The A.I.M. was enthusiastically received. Twelve of the programs who were involved in the pilot year have requested that their participation be continued through a second year of the project. Interviews and focus groups with students and tutors led to adaptations in the training. We were not able to aggregate data very efficiently from the programs using the A.I.M. this year though we were able to say that twenty-eight students moved up a level and, of course, many others made progress within a level. By the time tutors were trained and matched with students it was often rather late in the program year so there really wasn't enough time for tutors and their students to move through a whole level. The A.I.M. checklists also represented for some students an auxiliary curriculum, so progress from one level to another was important but not the highest priority.

Outcomes: One hundred tutors and program staff from fifteen programs attended training workshops on the use of the A.I.M. system. Over the program year, one hundred thirty-one (131) tutors and program staff have used the A.I.M. assessment with one hundred sixty-nine students (169). Tutors liked the A.I.M. because they were able to see concrete evidence that their students were learning. Students were pleased because they were "tested" on an on-going basis and in situations they were comfortable with. Program staff noted that the A.I.M. gave them not only an additional means of reporting success but one which was directly related to many of the real-life goals of the students.

Conclusions/Recommendations: An additional pilot year in Pennsylvania for the A.I.M. is necessary. It is a good assessment system that connects measurement with instruction, using a solid competency-based life skills curriculum. However, until we are able to establish that student progress data can be collected and aggregated in sufficient numbers across programs, we can't yet recommend that the PDE offer the A.I.M. as an alternative or auxiliary assessment to Pennsylvania volunteer-based literacy programs.

Project Continuation and/or Future Implications: The project will continue in a second year. Twelve programs from year one will continue as pilot sites. Additional training will be given. Ten new sites will be added.

Additional Comments: The A.I.M.'s competency lists can be a way to bring some uniformity, as well as validity in measurement, to individualized goal-oriented literacy programs. Its complementary / supplementary curriculum allows for diversity of goals

but includes a standard for success. The A.I.M. and this final report are particularly intended for the use of administrators and tutors in volunteer-based literacy programs.

Product: A training was developed in the use of the A.I.M. The training process is currently being adapted to reflect what was learned in the first year of piloting both in Oregon and in Pennsylvania (see also PA 99-8012, Competency-Based Skill Integration Training in this booklet).

Project Directors: Michelle Joyce, Debbie Thompson, and Karen Mundie, Greater Pittsburgh Literacy Council, 100 Sheridan Square, Pittsburgh, PA 15206; (412) 661-7323; Internet: GPLC@aol.com

Descriptors: Assessment, Tutoring

Preparing Adult Practitioners for a "Work-First" Instructional Model Necessitated by Welfare Reform

PA 98-8004 **AE** 3025-1226

Purpose: The project proposed to document the process that the Center for Literacy (CFL) used to prepare teachers and tutors to move from the traditional adult basic education model to a work-first model and to create a manual that other adult literacy providers could use to duplicate the process.

Impact: The greatest impact that this project had was on the attitudes of the adult basic education practitioners towards the literacy field's role in the new environment of welfare reform. At the onset of the project, it was met with reservation as indicated on the discussion in the first session, their journal entries and the session evaluation questionnaires. As the project progressed, their opinions and attitudes changed as demonstrated by their discussion during subsequent meetings, journal entries and session evaluation forms.

Outcomes: CFL successfully documented the process that was used to prepare four adult basic education teachers to move from the traditional adult basic education model to a work-first model. The documentation was used to create a manual that other adult literacy providers could use to duplicate the process. Ten CFL learners were administered a survey at the point of registration, enrollment (completion of 12 hours of instruction), and at the completion of 50 hours of instruction. The most significant finding was that six learners indicated that they were not interested in working until they had fully prepared themselves. After 12 hours of instruction, all ten indicated that they felt more confident about working. After 50 hours of instruction, six wanted to continue with the class, three wanted to continue their education elsewhere, two were ready to look for employment, and one wanted to help her grandchildren.

Conclusions/Recommendations: Adult basic education and literacy practitioners can adapt the curricula and approaches that are used in workforce education to traditional adult basic education classes and tutoring sessions.

Project Continuation and/or Future Implications: CFL will continue to explore ways to enhance the curriculum in order to better prepare learners, who indicate employment goals, for the world of work. The use of mentoring across disciplines will be continued as a way for educators to share information.

Additional Comments: It is important to note that this staff development effort was a year long process. Educators had to overcome their resentment concerning welfare reform, their own fear of failure, and their perceived lack of time before attempting to adapt workforce curricula and approaches.

Product: A training manual was developed for adult basic education and literacy agencies.

Project Director: Judi Taylor, Center for Literacy, Inc., 636 South 48th Street, Philadelphia, PA 19143; (215) 474-1235

Descriptors: Staff Development, Welfare-to-Work

Preparing to Enter the Workforce: School-to-Work Model for Adults

PA 98-8014 **AE** 3025-1236

Purpose: To prepare unemployed or underemployed adults to enter the workforce.

Impact: The target quota of twenty (20) students was not met but the lower enrollment of ten (10) allowed for more intensive attention, guidance and instruction which enabled the program to meet the individual needs of each student.

Outcomes: Ten (10) unemployed or underemployed adults have received career counseling, vocational exploration, and employment related skills which will enable them to successfully enter the workforce.

Conclusions/Recommendations: It is recommended that all programs interested in conducting a school-to-work project for adults review the materials included in the final project report for applicability and implement the suggestions contained in the narrative. We would caution projects intending to implement this type of project to carefully screen individual applicants as to their literacy levels and commitment to completing the project.

Project Continuation and/or Future Implications: Project ended in the 1997-1998 program year.

Product: A *Preparing to Enter the Workforce: School-to-Work Model for Adults* manual and video have been developed.

Project Director: Susan Hanson, ARIN Intermediate Unit 28, 2895 Route 422 West, Indiana, PA 15701-8300; (724) 463-5300

Descriptors: Workforce Education

Promoting Student Retention through Student Support Groups

PA 98-8009 **AE** 3025-1231

Purpose: The project proposed to use small group interaction to: 1. increase weekly attendance 10% from previous program year, 2. increase students' input into the learning process, and 3. through research action plan, develop better tools to improve the learning environment.

Impact: A. Barriers: Originally we anticipated Welfare Reform and corporate downsizing would result in a greater number of students; however, welfare regulations required people to find work and thus forgo enrollment in our GED program. Work schedules also required that our center develop more flexible hours for educational purposes. Therefore we had to amend our original hypothesis by replacing small group or pairings with one large group consisting of different individuals who were available when we were able to meet. This adaptation did not fundamentally change the stated purposes of the project. B. Results: 1. Attendance did increase. 2. Outside barriers such as transportation and child care often were resolved due to students interactions. 3. More flexible testing and classroom hours were developed as a result of students' input. 4. Their writing and communication skills increased. 5. Students' self-esteem and educational progress were increased as a result of students tutoring and supporting one another, as well as, using their own learning styles. 6. Students interaction in the education process resulted in resolution of common problems and greatly increased self-esteem.

Outcomes: This project resulted in a 6.4% average monthly attendance increase. Thirty-nine different students were able to vent their frustrations and discuss such issues as: too much initial testing, lack of dependable transportation (this often presents a problem for students in rural communities in finding and/or keeping better paying jobs), inadequate child care (50% of our single parents were not provided with reliable child care) and balancing class and work schedules (5% of our students were working while attending school while 15% had to quit due to work schedules). Throughout this funding year, students also increased writing and communication skills through their individual diaries. They tutored and supported one another with educational tasks and were proactive in solving life skills issues. Students became aware of their individual styles through the Carlisle OIC Learning Style Inventory. They seemed to apply individual learning styles when modifying self-esteem and educational goals.

Conclusions/Recommendations: 1. We recommend that duplication of these techniques be implemented by other programs; if similar positive results are attained, additional funding and research would clearly be justified. 2. As the state continues to refine statistical analysis as the standard of a successful program, tools should be developed to measure individual self-worth and self-esteem as equal components in the definition of a successful program.

Project Continuation and/or Future Implications: Data from the project clearly indicates that student group interaction, personal diaries and proactive problem solving are effective methods of increasing attendance. Refinement of these techniques and further investigation in the future would be warranted.

Product: Final Report

Project Director: Claudia L. Morton, Carlisle Area OIC, 29 South Hanover Street, Carlisle, PA 17013; (717) 243-6040

Descriptors: Action Research, Recruitment/Retention

Rural Co-Options for Lifelong Learning: Implementation

PA 98-8008 **AE** 3025-1230

Purpose: To implement an Adult Diploma Program built upon a School-to-Work philosophy and operated through a unique, two-county, multi-district Lifelong Learning Consortium; to have a rural, cooperative program model ready for replication for other areas wishing to provide targeted adults an option to the GED.

Impact: The project has produced a replicable rural model of an Adult High School Diploma Program, complete with a School-to-Work curriculum, a Graduation Portfolio Guide, and a working plan for program continuation.

Outcomes: This program has accomplished its universal goal, but has not served the number of adults projected.

Conclusions/Recommendations: This program shows great promise for growth to include more districts as consortium members. Because of its School-to-Work curricular base, it has great potential to become an important part of our region's Workforce Development. The program is also an excellent model for other rural counties seeking to add literacy options and increase skill levels of adult students.

Project Continuation and/or Future Implications: This program has now become part of our 322 design.

Product: 1. 90 Hour Academic Curriculum, 2. Life Skills Curriculum and, 3. Graduation Portfolio Guide Book.

Project Director: Lyn Leto, The Schuylkill Intermediate Unit #29, Maple Avenue PO Box 130, Marlin, PA 17901; (717) 544-9131

Descriptors: High School Equivalency Programs

School-to-Work for Lancaster County Adults

PA 98-8011 **AE** 3025-1233

Purpose: The project proposed to develop a school-to-work model for adult learners in an alternative high school setting. The model combined academic instruction, career exploration and planning with employment skill development that included work-based and service learning. The high school program was altered to "front-load" the school-to-work and service learning experiences.

Impact: The strong local economy certainly had an impact on the project. With low-skill, entry-level jobs available there was little sense of urgency in many students. Lack of regular attendance was the main reason for failure. Business and industry contacts increased and solidified with the addition of adults to the Academy program.

Outcomes: The school-to-work concept was unfamiliar to all adults. All sought out the Lancaster County Academy program for academic reasons, not career direction. A total of 44 adults made initial application for the project, with 24 enrolled. Two students who entered in the earliest phase of the project did complete the school-to-work and service learning experience and also the credits needed to earn a regular high school diploma. Intermediate Unit 13 will sponsor adult students for continuation in the diploma program. Six are eligible to continue with space available for four additional students.

Conclusions/Recommendations: The school-to-work concept is still unknown to many adults. A sustained marketing program, both locally and regionally, is essential if the concept is to be easily recognized by adult students, and even employers. Adult high schools, with school-to-work integrated in the curriculum, work for a small, specific target audience. However, school-to-work monies targeted to the larger adult population would be best utilized in a post-secondary environment, where adults have already made clear career choices. Other public facilities, such as libraries and community centers are recommended for adult school-to-work activities.

Project Continuation and/or Future Implications: Six students did not complete the program, but are eligible to continue under the sponsorship of Intermediate Unit 13. The school-to-work and service learning components will be required for graduation, but students will not be obliged to complete these components before other academic responsibilities.

Product: Workshop presentation materials for "School-to-Work Strategies for the Adult Learner" and school-based employment and career materials for classroom use.

Project Director: Diane F. Tyson, Lancaster County Academy, 1202 Park City Center, Lancaster, PA 17601; (717) 295-2499; FAX: (717) 392-8603

Descriptors: School-to-Work

Special Needs Survey

PA 99-8001 **AE** 3025-1242 (supplement)

Purpose: To identify various characteristics of programs and services available to adult learners who attend Adult Basic and Literacy Education funded programs in Pennsylvania.

Impact: Because the information gathered in the surveys is still being studied, no significant impact can be recorded at this time. However, the information gathered by the project shows significant promise to continue the project.

Outcomes: Thirty-three programs were identified as serving one or more of six special needs populations. Information was collated for each of the programs in the areas of: target populations in six areas of disability, ratios of total adult populations to target populations, procedures and techniques used by programs to identify members of target populations, percentage of target populations the program works with to maintain students' present educational basic skills rather than improve these skills, unique accommodations made for adult learners in special target populations, and equipment and/or materials used with the special target populations.

Conclusions/Recommendations: 1. There is a wide variance among the 33 programs serving special populations as to program characteristics, instructional programs, and other techniques used by the programs. 2. Close study should be given to the needs of each program to determine how present policies and services can be equated with performance standards.

Project Continuation and/or Future Implications: A second year is needed for the 1998-99 year to use the information from the 1997-98 year to inquire how the characteristics of special needs populations and the characteristics of programs serving these populations relate to accommodations in performance standards administered by the Bureau of Adult Basic and Literacy Education.

Product: Two survey instruments were developed to meet the unique needs of this project. The first instrument was administered to each of the 249 ABLE funded programs in Pennsylvania. On the basis of the information from that survey, 33 programs with special needs populations were selected for Survey # 2.

Project Director: David W. Fluke, Adult Education Linkage Services, Box 214, Troy, PA 16947; (717) 596-3474

Descriptors: Research

Statewide Staff Development Project: Adults with Learning Differences

PA 99-8006 **AE** 3025-1247

Purpose: The project proposed to provide adult educators in Pennsylvania with information about adults with learning differences and techniques for their instruction.

Impact: The project helped to improve adult education services provided throughout the state of Pennsylvania to adults who learn differently.

Outcomes: Adult educators in Pennsylvania who participated in the training activities have a better understanding of adults who learn differently and learned how to use alternative instructional tools and techniques for teaching.

Conclusions/Recommendations: Before the project year was concluded, the Center received more than ten requests for training in the next project year. Program directors of many adult education programs state that there is a need to provide new teachers and volunteer tutors with a basic understanding of adults who learn differently. Additionally, they have cited the need to provide advanced training for some staff at the local level so that they can help other adult educators assess and teach adults who learn differently.

Project Continuation and/or Future Implications: The Pennsylvania Statewide Staff Development project will continue to operate during the academic year of 1998/1999.

Product: Final Report. Five new training sessions were developed as part of this year's project: 1) Accommodating Adults with Learning Disabilities, 2) If They Think Differently, Shouldn't They Study Differently, 3) Designing Programs to Meet the Needs of Adults Who Learn Differently, 4) Improving Reading Comprehension, and 5) Vocabulary Development.

Project Director: Richard Cooper, Ph.D., Center for Alternative Learning, 6 East Eagle Road, Havertown, PA 19083; (610) 446-6126

Descriptors: Learning Disabilities, Staff Development

Success Stories: Partners for Progress

PA 98-8002 **AE** 3025-1224

Purpose: Success Stories: Partners for Progress provided technical assistance to the Pennsylvania Department of Education's Bureau of Adult Basic and Literacy Education (ABLE) in selecting and recognizing ten outstanding ABLE students via an awards ceremony and publication of the Success Stories booklet and flyers. This year's project marked the 20th Anniversary of the Success Stories project by updating the achievements of eight previous Success Stories winners and by selecting 1998's outstanding ABLE students.

Impact: Dr. Michael B. Poliakoff, Deputy Secretary for Postsecondary and Higher Education attended the Legislative Luncheon and took part in the awards ceremony. Pennsylvania legislators received copies of the Success Stories booklet providing awareness of the role ABLE programs play in assisting Pennsylvania citizens to overcome educational barriers and become role models in their communities. Success Stories' sponsors reported local media coverage, which included a front page spread with a color photograph in the Reading Eagle Times and a citywide celebration for the four Philadelphia award winners. In addition, sponsors reported contacts with employers, community agencies, local government, and state legislators.

Outcomes: Project staff edited the nominations, made arrangements for the winners' participation at Midwinter Conference, and handled payments for the conference. Fifteen hundred Success Stories Booklets were written, published, and disseminated. Each previous and current winner's page contained a description of the winner's ABLE program, its philosophy and accomplishments. All 1998 Success Stories sponsors received 200 Flyers featuring their student's story that they could use for promotional purposes.

Conclusions/Recommendations: It is recommended that in 1999, a student guide be produced to enable teachers and tutors to construct reading lessons for adult students featuring the Success Stories booklet.

Project Continuation and/or Future Implications: It is recommended that information about sponsoring programs continue to be included in Success Stories Booklets.

Product: A Final Report, 1500 Success Stories Booklets, and 200 flyers were produced. AdvancE has a copy of each of these products. Additional copies of the Success Stories Booklets were distributed to the Western Pennsylvania Adult Literacy Resource Center and each of Pennsylvania's Professional Development Centers.

Project Director: Dr. Sherry Royce, Royce & Royce, Inc., 1938 Crooked Oak Drive, Lancaster, PA 17601; (717) 569-1663; FAX: (717) 560-9903

Descriptors: Public Relations

Technology in Adult School-To-Work

PA 98-8013 **AE** 3025-1235

Purpose: *Technology in Adult School-To-Work* incorporated technology into the components of the School-To-Work Opportunities Act in conjunction with GED preparation. *Technology in Adult School-To-Work* aimed to develop self and career awareness through the use of computer assisted instruction for 25 GED students. The goal of continued training or job interview was realized through this process. The project also aimed to provide 25 GED students with job shadowing experiences.

Impact: *Technology in Adult School-To-Work* had a positive impact on all thirty-four (34) students registered in the class. Every student was exposed to self and career awareness through computer software and all participated in career portfolio activities. A more quantitative impact was evidenced by nine (9) students entering employment, three (3) students completing job shadows and four (4) students passing the GED. The inclusion of adults in the career awareness and employment activities of the School-To-Work Partnership in Fayette County was more firmly rooted. By the partnering of educator and employer, GED students saw the GED as the beginning of career opportunities. It is anticipated that this impact will be sustained after completion of grant funds.

Outcomes: School-based activities continued the use of career portfolios developed in a previous project, *Work Beyond GED!* with an emphasis on the inclusion of technology. Career portfolios dictated the work-based activities. Connecting activities included presentations by local employment and training facilities. All of the thirty-four (34) students registered for the class used the computer for self and career awareness. The goal of twenty-five (25) job shadows and job placements was not met. Job shadowing experiences were not readily accepted by the students, consequently, only three complete job shadows took place. This project aimed to place 25 GED students into training programs or job interviews based on their career portfolios. Nine (9) students entered work after leaving the program.

Conclusions/Recommendations: The most striking conclusion from this project is the difficulty many adult students have with decision-making in their lives, not just in career and employment areas, but with many aspects of adult responsibilities. The impact of this dilemma caused students to be very apprehensive about committing to job shadowing experiences as well as further training experiences. Having a JTPA program at the same site as this project was a benefit to promoting further continuation of training after a student receives the GED diploma. A more rigorous decision-making component should be included in adult education classes.

Project Continuation and/or Future Implications: Information gleaned from this project will continue to be utilized in the programs that have computer assisted instruction as well as any with access to the Internet. A continued presence of adult

education providers at School-To-Work Partnership activities is a substantial continuation effort. Dissemination of the final report and product from this project is also a continuation effort. In the future, adult education will continue to be tied with positive employment results. By utilizing the information gained through the project, providers will be able to assist their students with making satisfying employment decisions through the combination of GED preparation and career and self awareness activities.

Additional Comments: *Technology in Adult School-To-Work* was extremely beneficial to a small number of adults. Reforms experienced by certain students, time restraints, and transportation difficulties may have limited the number of attainable job shadows and placements. The lack of self-esteem and decision-making skills seems to hinder student progress in many areas of their lives, not simply in this project.

Product: The product generated through this special demonstration project is a *Technology in Adult School-To-Work Resource Manual* (see also *Work Beyond GED*, AE 3025-1198).

Project Director: Sue R. Conrady, Intermediate Unit I, 1 Intermediate Unit Drive, Coal Center, PA 15423; (724) 938-3241

Descriptors: School-to-Work

Transmission of Data through Technology

PA 98-8015 **AE** 3025-1237

Purpose: The project proposed to provide the software, manual and technical assistance through staff development regional workshops and individualized support to enable at least 100 adult basic and literacy education programs to submit their student, staff and tutor data to the state via computer disk.

Impact: All adult basic and literacy education programs funded by the ABLE bureau were offered the option of submitting their data by disk. Regional staff development workshops and individualized technical assistance provided the required training.

Outcomes: CFL, in collaboration with the Bureau of Adult Basic and Literacy Education (ABLE), adapted the FoxPro software, provided one set of regional workshops, offered individualized technical assistance, and developed a revised manual.

Conclusions/Recommendations: Submitting data via disk eliminates the burdensome completion of bubble forms. In addition, programs are able to monitor on a regular basis information on their students and volunteer tutors.

Project Continuation and/or Future Implications: This project will not be continued.

Additional Comments: Fiscal support was provided for the consultant to participate in a teleconference to clarify definitions.

Product: Run-time versions for the data required by ABLE for both DOS and Macintosh systems; a comprehensive manual containing all the written documentation needed to use the application.

Project Director: JoAnn Weinberger, Center for Literacy, Inc., 636 South 48th Street, Philadelphia, PA 19143; (215) 474-1235

Descriptors: Administration

Welfare-to-Work: A Comprehensive Manual for Adult Literacy Providers

PA 98-8018 **AE** 3025-1240

Purpose: Welfare-to-Work: A Comprehensive Manual for Adult Literacy Providers proposed to assist programs in understanding how adult literacy providers fit into welfare-to-work programs and to serve as a resource to assist providers to connect with other providers and funding sources. Project goals were: 1) to assist agencies to develop new models that integrate basic skills instruction with the requirements of welfare reform initiatives, and, 2) to assist agencies to document and evaluate the effectiveness of their program of instruction through the collection of data on the delivery of the instruction in light of welfare reform requirements.

Impact: This project includes a clear synopsis of current welfare reform changes. In addition, this project reflects how educational programming has to adapt to these changes. Included in this manual Welfare-to-Work: A Comprehensive Manual for Adult Literacy Providers are tables which indicate entry level job/skill requirements, sample course syllabi, student competency checklists, and a complete list of vendors who publish current workforce materials. The goals in the original proposal for the grant were accomplished.

Outcomes: The manual enabled adult literacy providers to understand welfare reform, explained how an adult literacy provider can be a significant participant in the welfare reform arena, assisted adult literacy providers to connect with other providers and collaborate their efforts, and developed new curriculum models that integrate basic skills with the requirements of welfare reform.

Conclusions/Recommendations: Adult literacy providers need to be aware of current welfare reform requirements and how these changes effect educational programming. Providers should be adaptable and flexible when planning future educational programs, be aware of additional funding sources, and be willing to collaborate efforts with other community services.

Project Continuation and/or Future Implications: This manual will continue to serve as a practical guide to adult literacy providers to understanding current welfare reform requirements in relation to educational programming. The information contained in this manual will be applicable to future changes in welfare reform educational requirements. The format addresses general concerns that are adaptable to future changes as the needs of the welfare clientele are addressed.

Product: The product was a manual entitled Welfare-to-Work: A Comprehensive Manual for Adult Literacy Providers.

Project Director: Dr. Manual Gonzalez, Northampton Community College, 3835 Green Pond Road, Bethlehem, PA 18020; (610) 861-5427

Descriptors: Curriculum, Welfare-to-Work

"What's the Buzz?" – Pennsylvania's Adult Basic and Literacy Education Professional Development Newsletter

PA 99-8001 **AE** 3025-1242

Purpose: To develop, prepare and disseminate a general purpose newsletter consisting of information appropriate to the professional development of 4,000 – 4,500 adult educators in Pennsylvania, six times a year.

Impact: The project produced six issues of a newsletter. Four issues contained eight pages and two issues contained ten pages. Each issue contained two or three featured topics relating to adult education professional development, a page of information designed to assist instructors, a page of information about exemplary programs and individuals, a page of synopses of articles from other professional newsletters, and a page containing relevant dates of adult education conferences, workshops, etc.

Outcomes: The newsletter served as a source of information to more than 4,000 adult educators in Pennsylvania and has served as an example of a dissemination instrument which is comprehensive and cost effective. Persons reading "What's the Buzz?" have sent a number of positive comments to our offices and the tabulation of our reader survey cards shows the content of the newsletter is read and makes a significant impact upon readers in their roles as adult educators.

Conclusions/Recommendations: Adult educators in Pennsylvania have a wide variety of professional development opportunities to them. However, less than 50% of them attend workshops, conferences, training sessions, etc. The newsletter format containing meaningful information in which adult educators are interested has widespread impact.

Project Continuation and/or Future Implications: Based upon reader comments, it is the consideration of this writer that the project be continued.

Project Director: David W. Fluke, Adult Education Linkage Services, Box 214, Troy, PA 16947; (717) 596-3474

Descriptors: Dissemination, Staff Development

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